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ABSTRACT

The curriculum presented in this document outlines essential issues and content for a workplace/English-as-a-Second-Language literacy program, and was written for use by educators, funders, and administrators. The curriculum begins with a brief list of broad based practitioner resources to serve as a point of departure for program design and implementation. Program-specific discussion and suggestions follow, including notes on program purpose and rationale, steps to follow in establishing a program (outreach, needs assessment, student recruitment, class length, employee remuneration, and program design), a curriculum overview, a one-page bibliography of standard and instructional resources, three pages of classroom worksheets, and a course evaluation form to be completed by students' job supervisors. The curriculum consists of nine areas of emphasis: job-specific terminology, seeking clarification of information, following directions and instruction, interpersonal communication, understanding the workplace, pronunciation, literacy, company organization and culture, and skill upgrading. The design of each lesson is outlined, and the components to be integrated into each lesson are enumerated. They include five communicative functions, literacy and numeracy skills, and mechanical and interpersonal problem-solving. Minimum and useful materials desirable for workplace literacy instruction are also briefly discussed. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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WHAT DID YOU LEARN AT WORK TODAY?

The following document, which was written by Jennie Crooks, Dory Bayer and myself, represents essential points to be considered in implementing a worksite ESL/literacy program. It was written for educators as well as funders and administrators. Critical concerns and issues raised within the classes themselves. and problem posing, per se are not directly addressed within the curriculum overview.
The resources listed below reflect a broader base for the practitioner to consider in developing a more critical and student-centered approach. More standard and instructional resources on worksite classes appear in the bibliography on page 6.
The books listed here reflect my own interests and biases as a facilitator, and include both professional resource information as well as useful student texts. The list is by no means exhaustive, but it is hoped that it will provide a useful point of departure for both worksite and in-school classroom facilitators.

Arnold, Rick, Deborah Brandt and Bev Burke, A NEW WEAVE: POPULAR EDUCATION IN CANADA AND CENTRAL AMERICA, Toronto: CUSO and OISE, 1985. [available through Participatory Research Group, 229 College Street #309, Toronto, Ontario, M5T 1R4].

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_____, FREIRE FOR THE CLASSROOM, Porstmouth, N.H.: Boynton/Cook, Heinemann, 1987.

Wrigley, Heide Spruck, MAY I HELP YOU? : LEARNING HOW TO INTERACT WITH THE PUBLIC, Reading, Mass: Addison-Wesley, 1987.

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INTERNATIONAL INSTITUTE OF RHODE ISLAND'S
WORKSITE ESL AND LITERACY PROGRAMS

STATEMENT OF PURPOSE / RATIONALE

The purpose of International Institute's Worksite program is to provide instruction in English as a second language (ESL) and literacy to limited English proficient employees and to those employees lacking literacy skills needed to perform adequately on the job.

ESTABLISHING THE PROGRAM

There are several steps involved in establishing a worksite program.

OUTREACH TO BUSINESS

-- generate a list of businesses hiring limited English proficient workers;

-- contact business to outline the following:
  -- the need for classes at the worksite;
  -- the benefits derived from hosting such classes;
  -- ways in which cultural and linguistic support/classes/workshops for both employers and employees can be provided.

NEEDS ASSESSMENT

Because of the diversity of needs of business and industry in Rhode Island, it is necessary to individualize curricula and materials used at each site. In order to ascertain needs and develop appropriate materials, a needs assessment is the first and possibly most critical phase of the entire worksite program at any site.

Once a worksite has decided to host classes, the worksite program coordinator begins the needs assessment process. This process can be broken down into four components.

-- interviews with key personnel *
-- tour of plant/facility
-- on-site observation of employees
-- [informal] interviews with employees

* it is especially important to elicit input from key personnel. Without their investment and interest in the program, it will be difficult to generate or maintain support for employee participation.

The coordinator then writes up the information gleaned from observations and interviews and sends this information back to the company contact person to ensure that both IIRI and the company have identified the same needs and problems and have established the same goals for the program.

RECRUITMENT OF STUDENTS

The way in which students are recruited for the class is critical to its success. Potential students need to be made to understand that the employer values and is interested in his/her employees and that classes are being offered not only to benefit productivity and day-to-day communications, but also to enable employees to become more promotable within the company and, further, to become more independent as speakers of English and participants in a literate society. The involvement and interest of key personnel can facilitate recruitment.

Recruitment can be done through word of mouth, (informal information communicated during breaks) and/or by posting flyers. (Printed communication/announcement of classes can only be effective if it is known that some of the target students are at least minimally literate in English or in their own languages if the flyer is to be translated into other languages.) An informal information session can be held before the classes begin so that students can meet with the instructors. This is a particularly useful approach in a large company or in a university setting, for example, where workers do not work in the same enclosed space.

Once recruitment has been completed it is important to ascertain that supervisory and key personnel have been given a list of employees participating in classes.

DURATION OF CLASSES/ EMPLOYEE REMUNERATION

Generally the decision about the length of each class session and the duration of classes is made during the assessment process. Scheduling of classes is often worked around production demands. Another factor is the company's decision about remuneration. Some companies allow classes to be held within the working day, and keep employees on the clock for the entire class period. Others choose to split the time and allow the employees to stay on the clock for the last or first hour or half-hour and expect the employee to contribute the remaining time period. Still other plants do not keep employees on the clock during the classes, but they sponsor instructior and provide classroom space at the worksite.
It is important for the ESL/literacy provider to be aware of the needs of the sponsoring company and to the needs of the employees in terms of scheduling so that once classes begin there is a clear understanding across the board of expectations in terms of attendance, punctuality and commitment to the course.

PROGRAM DESIGN

Upon completion of the initial assessment process, a starting date is established and classes begin.

Specific and individual student needs are assessed during the first week of classes.
Overall goals are established with the employer regarding content and behavioral objectives. The program design, methodology, and implementation take student levels into account in meeting those objectives .

CURRICULUM OVERVIEW

Although needs vary with each worksite, there are nine major areas into which the curriculum can be divided. Working from the MELT, Project Work English, and Southeastern Massachusetts Labor Education Center worksite curricula, and from its own in-house curricula, the staff developed the following general worksite curriculum, from which specific modifications are made to fit the needs of each worksite.

1. JOB SPECIFIC TERMINOLOGY

identification of one's job
enumeration of tasks
description of tasks
identification and description of tools, equipment, machinery
identification of product/processes
production schedules and changes

FUNCTIONS/TASK PERFORMANCE
quality control: understanding the norm
work error: understanding/correcting/verification

SAFETY AND HEALTH
plant rules
dangerous situations
warning: giving/responding to appropriately

2. CLARIFICATION

understanding importance and appropriateness of seeking clarification
rehearsal of various ways of seeking clarification
[asking for and giving clarification]

3. FOLLOWING DIRECTIONS/ INSTRUCTIONS

understanding ways in which to hear and follow directions/instructions
breaking directions/instructions into comprehensible units (first, do this, then do that, finally do that).
understanding importance of seeking clarification when instructions are not understood clearly
feeding back verbal understanding/registering of a direction that has been given.
asking for, giving, and following instructions/directions

4. COMMUNICATION

greeting co-workers
asking questions
calling the supervisor to the workstation
stating need for help/equipment
reporting problems
calling in sick/late
requesting time off
requesting permission to leave early

5. UNDERSTANDING THE WORKPLACE

personal hygiene/habits/appearance
worksite etiquette: being polite, apologizing, agreeing to or refusing a request
responding to awkward situations [criticism, impatience, rudeness]
food and eating habits
expectations of American worksites
acknowledgment of difference between work in native country and in the US
understanding of workplace hierarchies
interpersonal relations: superiors/peers

6. PRONUNCIATION

terminology: equipment, processes, procedures
names: co-workers, supervisors, product, company
general operations/routine
general communication

7. LITERACY [ongoing component within all phases of instruction]

posted notices
printed information/communication
general announcements
production/order forms
accident reports
paychecks [deductions, computations]
specific instructions
numeracy

8. COMPANY ORGANIZATION AND CULTURE

management functions
personnel manual
policy, procedures, and benefits
attendance, punctuality, sickness
'unwritten' rules
performance evaluation
rewards, recognition
career opportunities

9. UPGRADING

understanding need for increased training to advance within or beyond company
understanding appropriateness of self-selecting for posted positions within company
understanding what a 'valued' worker is; how to become a valued worker

Within each lesson, there are nine sections.
1. Stated competency (goal: at the end of each class, student can perform/understand 'X' task).
2. Enabling skills (less measurable skills which are necessary to the accomplishment of stated competencies).
3. Sample situations/role plays
4. Culture notes
5. Use of materials (handouts, visuals, texts, realia, etc.)
6. Oral language
7. Written language
8. Vocabulary
9. Grammar
[Sections adapted from Project Work English, Mrowicki et al.]

In addition, the following components are integrated into lessons as appropriate: [overlay of general curriculum into specific content areas]

FUNCTIONS
- asking for and giving clarification
- giving and getting information
- asking for, giving, and following instructions/directions
- asking for and giving assistance
- asking questions

LITERACY/NUMERACY
- posted signs/notices
- employee handbook
- newsletter
- forms - payroll, insurance, etc.
- time cards
- job vouchers/orders
- paychecks

PROBLEM SOLVING (mechanical and interpersonal)
- recognition of [potential] problem
- understanding of where/to whom/how to report problem
- participation in solution of problem

MATERIALS

The minimum equipment/physical facility needed to implement instruction at the worksite includes a clean, well-lighted room, a blackboard/easel/newsprint, access to a photocopier, and writing materials.

Within each worksite, needs will vary in regard to instructional materials, depending on the level of the students, the length of instruction period, and the specific demands of the company. The annotated bibliography (see Appendix) enumerates several useful commercial texts. Like any other course, however, many materials will need to be developed by the instructor. Other texts/materials will be generated by students through the use of language experience approach exercises, and as a result of real problems occurring on the job. Also, worksite realia -- forms, notices, equipment, etc. -- will provide the basis for various worksheets and other teacher-developed materials.

APPENDIX:BIBLIOGRAPHY

REFERENCE

Orange County Public Schools' HANDBOOK OF THE JOB-SITE ENGLISH PROJECT 1985-86 outlines many useful and specific ways in which others wishing to implement worksite projects may do so. Other works listed in the Bibliography supplement this document as well. Because of the availability of such materials, we have sought, where possible, to not duplicate their efforts. The reader is encouraged to refer to these materials should s/he wish to learn more about worksite programs in this country as well as in Canada and Great Britain.

Belfiore, M.E. and B. Burnaby, TEACHING ENGLISH IN THE WORKPLACE, OISE Press, Ontario, 1984. [contains an extensive bibliography, as well as useful information pertaining to workplace instruction].

Jupp, T.C. and Susan Hodlin, INDUSTRIAL ENGLISH, Heinemann, London, 1975.

CURRICULA

MELT (Mainstream English Language Training) Curriculum, Resource Package, U.S. Department of Health and Human Services, Social Security Administration, ORR, 1985.

Northwest Educational Cooperative: PROJECT WORK ENGLISH/ Competency-Based Curriculum: SURVIVAL LEVEL ONE, and Competency-Based Curriculum: GENERAL VESL, Linda Mrowicki, Project Director, 1986.

WORKPLACE ESL/LITERACY CURRICULUM, Labor Education Center, Southeastern Massachusetts University, Massachusetts, Erica Bronstein and Lenore Balliro, 1986-87.

CLASSROOM MATERIALS

Ligon, Fred, WORKSIGHT: PICTURE STORIES OF PEOPLE AT WORK, The Experiment in International Living, Brattleboro, 1986.

Mrowicki, Linda, LET'S WORK SAFELY, Linmore Press, Palantine, Il., 1984.

Robinson, Catherine and Jenise Rowekamp, SPEAKING UP AT WORK, Oxford, New York, 1985.

Savage, K. Lynn,et. al., ENGLISH THAT WORKS [1 and 2], Scott-Foresman, Glenview, Il., 1982.

Other 'standard' ESL texts and materials can be used and adapted to the needs/levels of proficiency of the particular students at each worksite. The materials cited in the bibliography provide the basis with which to build a worksite and/or pre-vocational/vocational ESL/literacy program.

Name _____ Date _____

1. On Tuesday there was a lot of work downstairs. There was too much work.
2. Five ladies from upstairs went downstairs to work. Nuris, Leocadia, Ana, Juana, and Griselda went downstairs. Norma works downstairs all the time.
3. Nuris said it was no problem. She said, "I come for the job. I come to work for the money."
4. Leocadia has worked for 2 years upstairs. She feels at home upstairs. Her friends are upstairs. She likes to work upstairs. But, if they need people downstairs, she goes downstairs.
5. Ana said her back hurt. "My back hurts because I'm sitting all the time". Juana said her back hurt, too.
6. Nuris said, maybe everyone's back was hurting because there are different chairs downstairs.
7. Norma said, "The job is very easy." She has worked downstairs for 5 years. She is a wrapper. She does special jobs. She wraps different chains and bracelets.
8. Griselda said, "I like working upstairs. I can sit, I can walk around, I can talk to my friends. Downstairs you can't talk."
9. Miriam works upstairs. On Tuesday she stayed upstairs. She did not go downstairs.

---

1. What happened on Tuesday?

_____

2. How many people went to work downstairs?

_____

3. What did Nuris say?

_____

4. How long has Leocadia worked upstairs?

_____

5. Did Ana have a stomachache?

_____

6. Are the chairs downstairs the same as the chairs upstairs?

_____

7. Is Norma's job difficult or easy? _____

8. Can you talk to other people downstairs? _____

9. Where does Miriam work? _____

Name _____ Date _____

The Week-end

1. Norma likes to shop for clothes.
2. Ana likes to sleep until 1 p.m.
3. Nuris likes to go to church and to the park.
4. Leocadia likes to go to church and to cook and clean.
5. Juana likes to sleep until 12 o'clock.
6. Griselda likes to clean her apartment and watch T.V.

1. What does Norma like to do?

_____

2. What does Ana like to do?

_____

3. What does Nuris like to do?

_____

4. What does Leocadia like to do?

_____

5. What does Juana like to do?

_____

6. What does Griselda like to do?

_____

7. What do you like to do?

_____

First name _____

Last name _____

Nationality _____

Country of Origin _____

Marital Status: _____single _____ married _____ widowed _____divorced

Name _____ Date _____

Department _____

Last Thursday we wrote this story.

At Rolo we make jewelry. Ana T. and Norma work in the carding department. Eficenia works in the glueing department. Juana is a racker. Ana H. is a stringer. She puts the earrings on the rack. Nuris is a stringer, too. She takes the earrings off the rack. Leocadia is a racker. Griselda is a racker, too.

1. What do you make at Rolo?

2. Who works in the carding department?

3. Who works in the glueing department?

4. Who is a racker?

5. Who is a stringer?

DEPARTMENT	PERSON WHO WORKS IN THAT DEPARTMENT
carding	carder
wrapping	wrapper
glueing	gluer
stringing	stringer
racking	racker

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DEPARTMENT	PERSON WHO WORKS IN THAT DEPARTMENT
1. carding	_____
2. _____	wrapper
3. racking	_____
4. _____	gluer
5. stringing	_____

---

6. My name is _____

7. I work in the _____ department.

8. I am a _____.

9. At Rolo, we _____ jewelry.

10. Today is _____.

---

11. The teach<u>er</u> is teach<u>ing</u>.

12. The stringer is working in the _____ department.

13. The _____ is working in the racking department.

14. The carder is working in the _____ department.

15. The _____ is working in the wrapping department.

16. The work<u>er</u> is work<u>ing</u>.

Name _____ Date _____

1. Name _____ Date _____

2. Address _____
street city state zip

3. Date of birth _____

4. [check one] I am ____male ____female

5. [check one] I am ____ married ____single ____separated
____ divorced ____ widowed

6. I work at _____

7. I work in the _____ department.

8. I started worked at Rolo in _____ .
[what month, what year?]

9. I have worked at Rolo for _____.
[how long - how many months/years?]

10. I was born in _____.

11. Circle the days of the week that you come to work.

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

12. Circle the days of the week that you don't go to work.

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

PLEASE CIRCLE THE WORD YOU HEAR:

13. ship sheep

14. some sun

15. pig pick

16. go gold

17. fast pass

18. berry very

Please write 2 or 3 sentences. Please tell me about your job at Rolo.
You can use the back of this paper.

Name _____ Country of Origin _____

Antero is a cook's helper.
He comes to work, punches in and changes into his uniform.
He checks the grills and ranges every day to see if they need cleaning.
He waits for his boss to put the menu on the line.
After he sees the menu, he takes out the plates. He has to know which foods will be served so that he can pull out the right pans and plates for cooking the food.
He also has to get pans for carrying the food upstairs to the servers.
He has to get the ingredients for the food he's making.
He has to measure the ingredients for the food he's making.
He has to mix the ingredients together.
If they need help upstairs, he helps the servers. Sometimes he slices meat.
After the meal is finished he puts away the leftovers.
He puts the leftovers in the refrigerator. If anyone has touched the food, they have to throw the food away. They can only save the food that has not been touched.
When Antero finishes his work, he punches out and goes home.

---

1. What is Antero's job? _____

2. After he punches in and changes his clothes, what does he do?

_____

_____

3. What does he do after he sees the menu?

_____

_____

_____

4. He has to _____ the ingredients, he has to _____ and _____ the ingredients together .

5. Sometimes he helps the _____. He _____meat.

6. Where does he put the leftovers? _____

7. When does Antero eat lunch? (ask him) _____

_____

Sample [anecdotal] evaluation form -- for supervisory staff

We are in the process of evaluating students' progress.
Your input and feedback is important to the assessment process.
During the class sessions, we have focused on the following:
describing one's job/ [I'm a custodian...]
describing one's responsibilities [I clean/sanitize/polish...]
using stock order catalogue
completing stock order forms
reading, understanding, and filling out service order forms,
reading and understanding safety warnings/signs
reading and understanding directions for: cleaning supplies
tasks [do not erase]
[sign up for vacation hours]
reading, understanding and filling out accident reports
reading and understanding unsafe conditions reports
literacy skills
clarification skills

Since the class has started have your employees been able to:

communicate better overall ....yes .....sometimes ...no
fill out stock orders ....yes .....sometimes ...no
complete service order forms ....yes .....sometimes ...no
respond to service order forms ....yes .....sometimes ...no
respond more appropriately to:

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spoken commands/instructions ....yes .....sometimes ...no

written directives ....yes .....sometimes ...no

have employees, when necessary, been better able to:

fill out accident reports? ....yes .....sometimes ...no

respond to specific written information?

....yes .....sometimes ...no

Overall, has there been a general increase in ability to communicate in English?

Has there been any reduction in bothersome behavior?

Has there been any reduction in errors related to language?

If classes are resumed after commencement, what would you like to see them focus on, in addition to those ongoing topics which were cited above?

Please feel free to add any other comments you might have in writing, or contact me at 831-1460.

Thanks very much for your time, your cooperation and your support.